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The Preparation, Implementation and Evaluation
of a Course in Educational Media for first year
teacher education students at North Brisbane
College of Advanced Education.

by

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A field study report submitted in partial
fulfilment of the requirements for the degree
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ABSTRACT

This Field Study centered on the preparation, presentation and evaluation of an introductory course in educational media for first year teacher education students.

The introduction provides the rationale (theoretical and practical) for such a course and outlines the nature and purpose of the project. The approach used is clarified and justified.

Basically the approach is on formal, traditional lines with regard to curriculum development; but the intention is to provide the first detailed written account of such proceedings in the educational media field. Necessary terms (educational media, multi-media, older and newer media) are defined and general aims and objectives are developed taking into account the usual constraints as well as the results of classroom surveys, consultations and case studies.

Appropriate reviews of literature and previous research which are relevant to the topic are dealt with under the following headings: the need for the course; the operation of equipment; selection and production of materials; application to the classroom; the place of media in the curriculum; theory, background and attitudes.

The plan follows systematic lines along the model provided in Teaching and Media. A Systematic Approach, (Gerlach and Ely: 1971:7). This involves providing the detailed objectives, specifying content, assessing time and space, selecting resources, evaluating performance and finally analysing feedback.

Experiments conducted fall into three categories. Firstly, students were evaluated by means of a multi-media kit of materials, ability to operate equipment and a multi-choice test. Secondly, the course itself was evaluated by means of a questionnaire given to the students. This questionnaire was subsequently rewritten to eliminate the predictability of some of the responses.

The third experiment involved two classroom surveys on media use (details included in the introduction). These provided useful evidence in connection with the project.

Findings and recommendations for better practice are provided under the following headings:

General

Objectives of Course and Content of the Course

Strategy

Time for Course

Resources

Evaluation

Location of Course

Staff Education.

(References in this publication are indicated by a combination of the methods suggested on page 8 of Field Study in the Master of Education. A Guideline to Procedures, viz. Author/s: Date of Publication : Page reference where this is appropriate.

In the appendix on The Range of Literature in the Educational Media Field, the page number of the publication under discussion is cited in brackets.

CONTENTS

	<u>Page</u>
Abstract	1
Introduction	3
Appropriate Review of Literature and Previous Research which are relevant to the topic	45
Plan of Project	53
Experimental Design and Data Analysis	115
Findings and Recommendations for Better Practice	130
Appendix 1. Case Studies Investigated	143
Appendix 2. The Range of Literature in the Educational Media Field	149
Appendix 3. The Multi-Choice Test	177
Bibliography	(1)

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